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ABSTRACT

It is generally recognized that students' feelings about learning affect their ability to learn. One of the three strongest influencing factors on second-language learning is classroom anxiety. This paper focuses on student emotional distress in the English as a second language (ESL) classroom, and suggests that one of the primary causes of this distress is unfamiliar instructional practice encountered in the United States. To explore student in-class emotional negativity and its relationship to instructional factors, a survey was conducted with 72 adult learners of ESL and their 15 instructors. They were asked to respond to 42 items related to: (1) language skill development priorities, (2) learning/teaching activities, (3) classroom protocol, and (4) classroom environment. Thirty-two percent of the students rated themselves as unhappy with their classes in the United States. The data tended to support the hypothesis that those students who experience the most anxiety, confusion, distress, frustration, are also the students whose expectations and objectives are the most disparate from those of the instructors. Pedagogical implications and suggestions for resolution of the problem are given. (Author)

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Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom

A Thesis submitted in partial satisfaction

of the requirements for the degree of

MASTER OF ARTS

in

EDUCATION

by

Sharron Kay Bassano

June 1983

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by

Sharron Kay Bassano

ABSTRACT

It is generally recognized that students' feelings about learning affect their ability to learn. One of the three strongest influencing factors on second-language learning is classroom anxiety. This paper focusses on student emotional distress in the ESL classroom, and suggests that one of the primary causes of this distress is unfamiliar instructional practice encountered in the United States.

To explore student in-class emotional negativity and its relationship to instructional factors, a survey was conducted with 72 adult learners of ESL and their 15 instructors. They were asked to respond to 42 items related to: 1) language skill development priorities, 2) learning/teaching activities, 3) classroom protocol, and 4) classroom environment.

Thirty-two percent of the students rated themselves as unhappy with their classes in the United States. The data tended to support the hypothesis that those students who experience the most anxiety, confusion, distress, frustration, are also the students whose expectations and objectives are the most disparate from those of the instructors.

Pedagogical implications and suggestions for resolution of the problem are given.

INTRODUCTION

In the past several years, researchers in second-language acquisition have been attempting to determine what factors are involved in the second language learning process. Perhaps one of the most comprehensive and definitive taxonomies of these factors is presented by John H. Schumann as a part of his Acculturation Model of Second-Language Acquisition (Schumann 1978). Schumann collected from recent research nine detailed categories of these causal variables, as shown here in Table 1.

Table 1 Schumann's Taxonomy of Factors Influencing Second-Language Acquisition

Social Factors:	Dominance; Nondominance; Subordination; Assimilation; Acculturation; Preservation; Enclosure; Cohesiveness; Size; Congruence; Attitude; Intended Length of Residence in TL Area.
Affective Factors:	Language Shock; Cultural Shock; Motivation; Ego-permeability.
Personality Factors:	Tolerance for Ambiguity; Sensitivity to Rejection; Introversion/Extroversion; Self-esteem.
Cognitive Factors:	Cognitive Development; Cognitive Processes: imitation, analogy, generalization, rote memorization; Cognitive Style: field dependence, category width, cognitive interference, monitoring.
Biological Factors:	Lateralization; Transfer; Infrasystems.
Aptitude Factors:	Modern Language Aptitude; IQ; Strephosymbolia.
Personal Factors:	Nesting Patterns; Transition Anxiety; Reaction to Teaching Methods; Choice of Learning Strategies.
Input Factors:	Frequency; Salience; Complexity; Type of Interlocutor.
Instructional Factors:	Goals; Teacher; Method; Text; Duration; Intensity.

This paper will focus on only one of these factors, personal and emotional distress of the students in the classroom, and explore the relationships of unfamiliar instructional practices to this distress.

It is generally recognized that students' feelings about learning affect their ability to learn. The following

brief examples from the literature show that this is true in second-language acquisition as in any other learning task:

> "Our students frequently fail in their language learning situations because of their fears and anxieties." (McCoy, 1979)
>
> "Their first need, more than ever, perhaps, is to feel secure." (Antier, 1976)
>
> "Adult students who are anxious to learn are often made to feel inadequate." (Lindsey, 1977)
>
> "Students become frustrated when their language learning ability does not come up to their expectations." (Curtin, 1979)
>
> "However imaginative the teacher...frustration may turn to boredom and despair." (Long, 1977)

A recent study done with Canadian and American students learning French showed that one of the three strongest influencing factors on language learning skills is classroom anxiety; the more anxious students are usually less proficient in speech skills. This is especially so for older students and for those who are beyond their second or third year of language study (Gardner, et al., 1976).

Other feelings which may have a negative effect on language acquisition include a feeling of a loss of status (Lindsey, 1977), confusion (Long, 1977) and annoyance (Celce-Murcia, 1977).

These emotions--anxiety, frustration, confusion, boredom, despair, annoyance--are exhibited in many forms of dysfunctional behavior. I have observed all of the following behavior patterns, for example, in my own classes and in those of my colleagues, over the past eleven years:

Aggression - Discussion is controlled and dominated by a few students who seem to require the spotlight or who are in disagreement no matter what issue arises. Except for a few vocal extroverts, most of the group members seem to lose interest in the task or the conversation.

Discord - Students rush to attack each others' ideas and suggestions, correct each other rudely, refuse to listen to each other or refuse to understand each other. There is evidence of side-taking and clique-forming; there seems to be much discrimination regarding sex, age or nationality.

Withdrawal - A few students appear shy or embarrassed, their heads are buried in dictionaries, they smile nervously, perspire profusely, squirm in their chairs, experience excruciating silences, and, in general, avoid participation.

Apathy - Discussion of ideas and suggestions is not carried out or engaged in, students seem to care little about what is going on in the group, no one seems willing to do the work that needs to be done. Some may gaze out the window, and maybe someone will fall asleep.

Evasion - Students talk about anything but the assigned task, often revert to their native language; no attempt is made to get to the task at hand.

Egocentrism - Each student seems to have his or her own idea about what is correct or best; they seem to talk past each other, with no one really listening. Students seem interested only in making their own points or capturing the

instructor's sole attention.

Confusion - Confusion exists as to what the assignment or task is and how the students are supposed to carry it out--what page? what number? who, me?, etc. They seem to see no rationale for the assignment and they don't know where or why to begin.

Condescension - Students are overly friendly and polite; agreement is easily reached but no real feelings or opinions are expressed. Students are engaged only superficially.

Complaints - Ideas, topics, or tasks are rejected as impractical, unworkable, boring; they don't have enough time, enough help. Negative or hostile comments cause the teacher to become defensive, which in turn seems to increase alienation.

For this emotional distress and subsequent dysfunctional behavior experienced by language learners in the classroom, a variety of explanations have been offered. Antier (1976), for example, feels that students need more relevant materials. Long (1977) suggests that there is a lack of accounting for individual needs, objectives, and learning styles that is partially responsible for student frustration. Language students surveyed by McCoy (1979) identified the following factors among the causes of their anxiety:

inability to learn the language
inability to pronounce strange sounds or words
peer derision or criticism
not knowing the meaning of the words or sentences
not understanding course goals or objectives
testing procedures

previous unsuccessful language learning attempts
encountering different cultural values or customs

Lindsey (1977) mentions that adults suddenly put into the role of student feel a loss of status, a very disturbing occurrence for those whose self-esteem depends upon their position in their profession or their society. This is doubly true for immigrant or refugee adults who have already been forced to leave behind their professional or societal status. Additionally, foreigners who are abruptly set down in the middle of a new culture experience a disorienting 'culture shock.' Their adjustment to the new milieu is greatly influenced by their attitude toward the new culture group, and, conversely, by that group's attitude toward the newcomer (Gardner, 1977).

Other possible causes for student distress, gleaned from my own in-class experience and, anecdotally, from my colleagues, include perceived difficulty of the task at hand, disinterest in the topic or content, unclear explanation as to how to complete the task, and lack of rationale. Moreover, all of us, as teachers, often have unrealistic expectations of our students related to group dynamics skills, personal esteem and autonomy, development of group cooperation and trust, previous experience with self-direction in an academic setting, and willingness to approach personal topics that require self-disclosure to the group. When our students fall short in these areas, we cannot possibly expect them to succeed in many of the learning tasks we assign them.

One final explanation that I would add to this long list of anxiety-producers, is the one chosen as the focus of this study. I have long felt that a primary cause of student negative reaction to ESL classes in the United States lies in the area of preconceived notions and expectations on the part of the student. The student's perception of what constitutes effective teaching and learning, based on his or her previous learning experiences, is not always aligned with the American instructor's intentions or teaching style. Adult learners, especially, bring to their ESL classrooms ideas about learning and teaching that may have no resemblance to what they actually encounter here.

Because it is the current trend in the TESL profession for the teachers to be 'innovative,' to jump on the bandwagon of several new approaches as alternatives to the more traditional audio-lingual method (see Clarke, 1982), students may be faced with unfamiliar teaching strategies, materials and objectives as well as classroom organization styles, that they may see as inappropriate, foolish, confusing or just plain bizarre. The new language teachers, anxious to leave behind the dinosaurs or ALM or grammar-translation, have at their disposal myriad ideas from Gattegno's Silent Way, Asher's Total Physical Response, Curran's Counseling Learning, Terrell's Natural Approach, Lozanov's Suggestopedia--the list goes on--The St. Cloud Method, the Rassias Method, Hall's Situational Reinforcement, Lipson's Stylized Mnemonics, Harrison's Structured Tutoring, etc. In light of this

plethora of current practice in American ESL programs, is it any wonder that our students rebel or withdraw? And there is still more.

The curriculum of an American ESL teacher may have an inductive or a deductive theory base; it may be structured on either a grammatical, situational, communicative, life-skills, or notional-functional syllabus; it may be content-centered or student-centered. The instructor may choose to teach democratically and informally or didactically and formally. The combinations waiting for the foreign student or immigrant are many, varied--and more importantly--unexpected.

In addition to the great variety of methods, classroom organizational styles and materials that the ESL student encounters, skills development priorities set by the teacher may not reflect the student's background or future needs. Some students may have been taught how to listen and speak in English, but know very little about technical grammar points. Their vocabulary might be quite adequate for informal, interpersonal purposes, but may fall short when they are asked to translate a reading "fraught with passive, non-conversational vocabulary (Alsop, 1979)." These students, having experienced a more comunicative type of instruction with little advanced reading, writing or analytical skill building, obviously encounter a great setback in self-esteem upon entering a class in which the teacher emphasizes grammar explanation, composition, or translation. Conversely, students who enter an informal, communication-based classroom after

being previously taught via grammar-translation with a strict, immediate correction policy, are equally set up for stress or anxiety. If these students perceive themselves as having been (even somewhat) successful in their language learning through that initial instruction in their native countries, they will naturally resist unfamiliar practices that seem to reject their early ways of learning.

This study was intended to be a step in the direction of exploring how students react and cope with the surprises they find in their American ESL classrooms. I hoped to determine what a specific population of ESL students expects and desires in their language learning classroom, how they respond emotionally to their new classes, and what, if any, are the consequences of a disparity between student expectations and teacher intention.

THE PROJECT

Instrumentation

The study utilized a survey of 42 items, one form for the students and a matching one for their instructors (see Appendices I and II). The rating method consisted of four point Lickert-type scales and the items required that the students make ratings in four different areas: 1) language skill development priorities, 2) learning/teaching practices, 3) classroom protocol and procedure, and 4) classroom environment. The students were also asked to describe their feelings during their classtime in the United States, and to say

whether they preferred their classes here or in their native country, with a brief explanation for their choice. Their instructors made ratings in the above four areas and gave brief descriptions of their teaching style by way of four continua.

Respondents

The survey was given to 72 learners of ESL and their fifteen instructors. School records indicated that the students were between the ages of 18 and 45 (with a median age of 23), of eighteen different linguistic backgrounds, and from twenty-three different countries. They were both men and women who had had some previous study of English in their native countries and who were at an intermediate or advanced proficiency level.

The instructors were four men and eleven women, ages 24 to 40 (with a median age of 34), who had been teaching from one to fifteen yeas. Seven had masters degrees in TESL, four had masters degrees in related fields, and four had BAs.

All respondents were affiliated with an adult school or a university ESL program. The majority of the students were conversationally oriented, but a few also had plans to go on to college in the United States.

Procedures

The surveys were given to the students and teachers

during class time. They were completed on a volunteer basis with no names required and with instructions to take no more than 15 minutes. All surveys were collected in a large box to insure anonymity of the respondents, and all who began the survey returned it; there were no missing forms.

RESULTS

Students' Self-Description

Of the 72 students surveyed, 23 rated their in-class feelings in the United States as mostly negative when given a list of adjectives to choose from. The words they chose most to describe their feelings were: confused (18), nervous (16), worried (16), frustrated (15), shy (14), and disappointed (8).

The degree of their 'negativity' was calculated according to the ratio of negative adjectives circled to the total amount of adjectives circled, i.e.: if a student circled six adjectives and three of them were negative (frustrated, disappointed, bored), he or she was assigned a 50% negativity rating. A student who circled only three adjectives, but all three were negatives, was given a 100% negativity rating. A student who circled only one ajective, for example, "comfortable," was rated as 100% positive, or 0 negativity. Table 2 shows the range of degrees and frequency of their negative self-description.

Table 2 Frequency and Degree of Self-reported Student Negative Feelings

N of students	27	1	8	1	2	10	11	1	6	5
% of negative descriptors	0	14%	17%	20%	25%	33%	50%	60%	66%	100%

Table 3 details the distribution of students according to age, nationality, sex, time spent in previous ESL study in their native countries and in the United States. The percentage of students in each category who self-rated between 50% and 100% negative (or unhappy in their language classes here) are shown in the shaded parts of the graph.*

According to these data, it would seem that the highest percentage of self-reported distress is found in students who have studied English for more than five years in their native country, and for more than two years in the United States. Also, negative feelings are increasingly more prevalent as the age of the student rises. These findings seem to corroborate Gardner's study in Canada (Gardner et al., 1977).

Sex seems to have little significance, with 34% of the men and 30% of the women reporting mostly feelings of distress in their English classes. However, it is apparent that it is

*For the remainder of this analysis, the students will be referred to as two groups: positive and negative. These terms are meant to indicate those students who described themselves with 50% to 100% 'positive' adjectives and those who selected 50% to 100% 'negative' adjectives and are not meant to be extended to any other interpretation of student attitude or motivation.

the Asian students who have the highest distress among the various nationalities.

Instructors' Self-Description

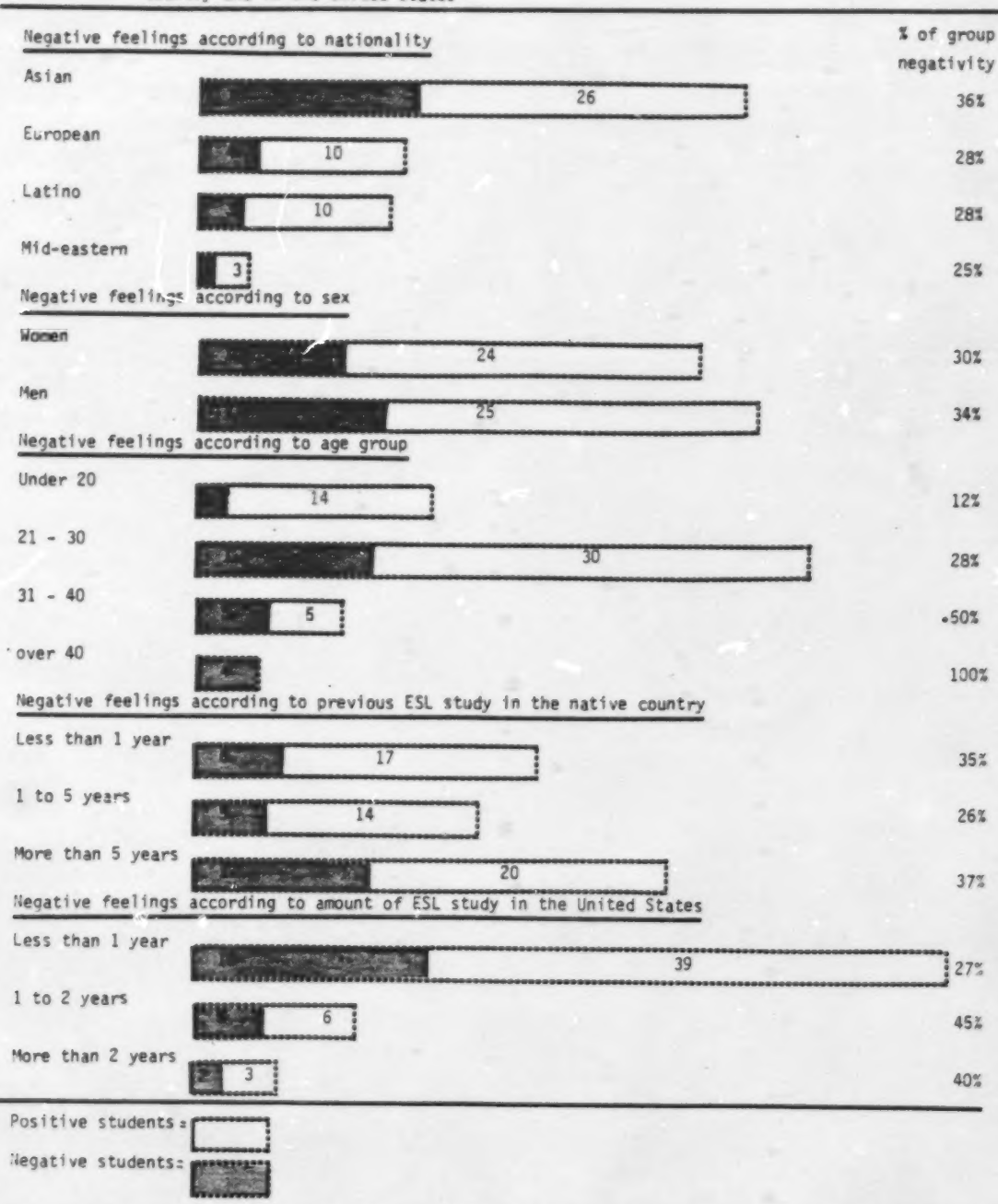
In the initial survey, as shown in Table 4, no teacher surveyed labeled his or her class presentation as tending toward didacticism or as having a content-centered curriculum. Forty-six percent reported that they teach in a classroom that is 'democratic and student-centered' for the most part, fifty-four percent have classrooms that are an equal combination of both modes. Moreover, no teacher reported a tendency toward traditional methodology; eighty-six percent leaned toward innovation and experiment in their methods, and fourteen percent placed themselves as exactly midpoint on the continuum between the two styles.

Table 4 Instructors' Self-description

I basically use traditional methods	0	2	13	I use many innovative and experimental methods.
I see language learning as playful discovery	6	2	7	I see language learning as intellectual challenge.
I use an analytical, inductive approach	3	9	3	I use a natural, deductive approach.
My classroom is mostly didactic and content-centered	0	8	7	My classroom is mostly democratic and student-centered.

Subsequent interviews with the instructors revealed that the areas of their 'innovation' fell into the following categories: 1) assumption of responsibility by students; 2) integration of the arts; 3) real-world emphasis;

Table 3 Frequency and Percentage of Students With Negative Feelings According to Native Country, Sex, Age Group, Amount of Previous ESL Study in Native Country and in the United States



4) introduction of levity; and 5) a personalized, informal class environment.

Many of the teachers emphasize the development of personal initiative and cooperative group work in the learning process. Students are asked to write their own exams and quizzes, to self-correct, to peer-correct, to evaluate themselves and their classmates. They are allowed to observe themselves, in some classes, through the use of videotaping. They are assigned problem-solving and inquiry tasks that require partnerships and small-group sharing of information. They are encouraged to help their classmates in class and to ask for help in return. In many cases, the students choose the topics for discussion and in some classes, they are asked to determine how they will learn. Several teachers have an absolute "English only" rule in class that is student-enforced. In one class, students volunteer to be the host/hostess for the day, bringing coffee and treats for the breaktime.

Second, regarding the integration of art, many teachers use theater techniques to build oral simulations in the classroom; role play seems to be highly emphasized in these programs. Visual art is employed in at least two different ways. Objects of fine art (or reproductions of them) are brought into the classroom to serve as stimuli for discussion and writing. Also, students themselves are asked to draw pictures (based on an assigned theme) which are used to cue oral work and journal writing that is both personal and

relevant to the student. Poetry appears, too, in the classrooms, both through the reading and discussion of works of international poets, and also through the creation of free-verse, couplets, haiku, etc., by the students. Several teachers, moreover, use visual imagery techniques to develop personal creative expression in the students.

Third, there seems to be a focus on bringing the 'real world' into the classroom, such as developing reading skills through readings taken from daily newspapers and magazines and contemporary novels, rather than using specially prepared readings for ESL. Guest lecturers are often invited from the community to come and speak for the students, and class discussions tend to revolve around current controversial and relevant issues. Additionally, students are taken on field trips to various businesses and institutions in their new city or town to build community awareness, and they are often given 'contact assignments' which must be carried out in the community somewhere.

The fourth area of innovation could be called an addition of levity. The students' day is broken up with periodic 'relief' activities such as puzzles, games, and music. Jazz chants are used, as well as games of tic-tac-toe, password, concentration, Simon Says, crossword puzzles, singing, listening to music (international to country-Western American). Two teachers even teach square dancing and calling at times!

Finally, throughout the interviews, instructors talked of their intentions to establish an environment of informality

in their classrooms. They try to promote a relaxed atmosphere of community--one with an awareness of shared experiences. Students are encouraged to socialize and chat--both in and out of class--and share news and gossip, letters from home, job-finding success, accounts of what they do in their free time. Two teachers use various counseling, relaxation, and meditation techniques in the classroom to help students feel more comfortable, less resistant to learning, less disoriented.

Although two teachers specified that they subscribe to Krashen/Terrell's Natural Approach to language teaching, and several mentioned that they often used Total Physical Response techniques, for the most part, the instructors in this survey seem to have an eclectic approach, borrowing from (and, hopefully, integrating in some way) both cognitive-code and behavioristic theories.

No one seemed to be on any 'bandwagon,' all four syllabus designs are currently in use (lifeskill, grammar progression, notional-functional, and situational), and, presumably, all four language skills are being taught simultaneously with only varying degrees of emphasis, depending on the teacher or the class purpose.

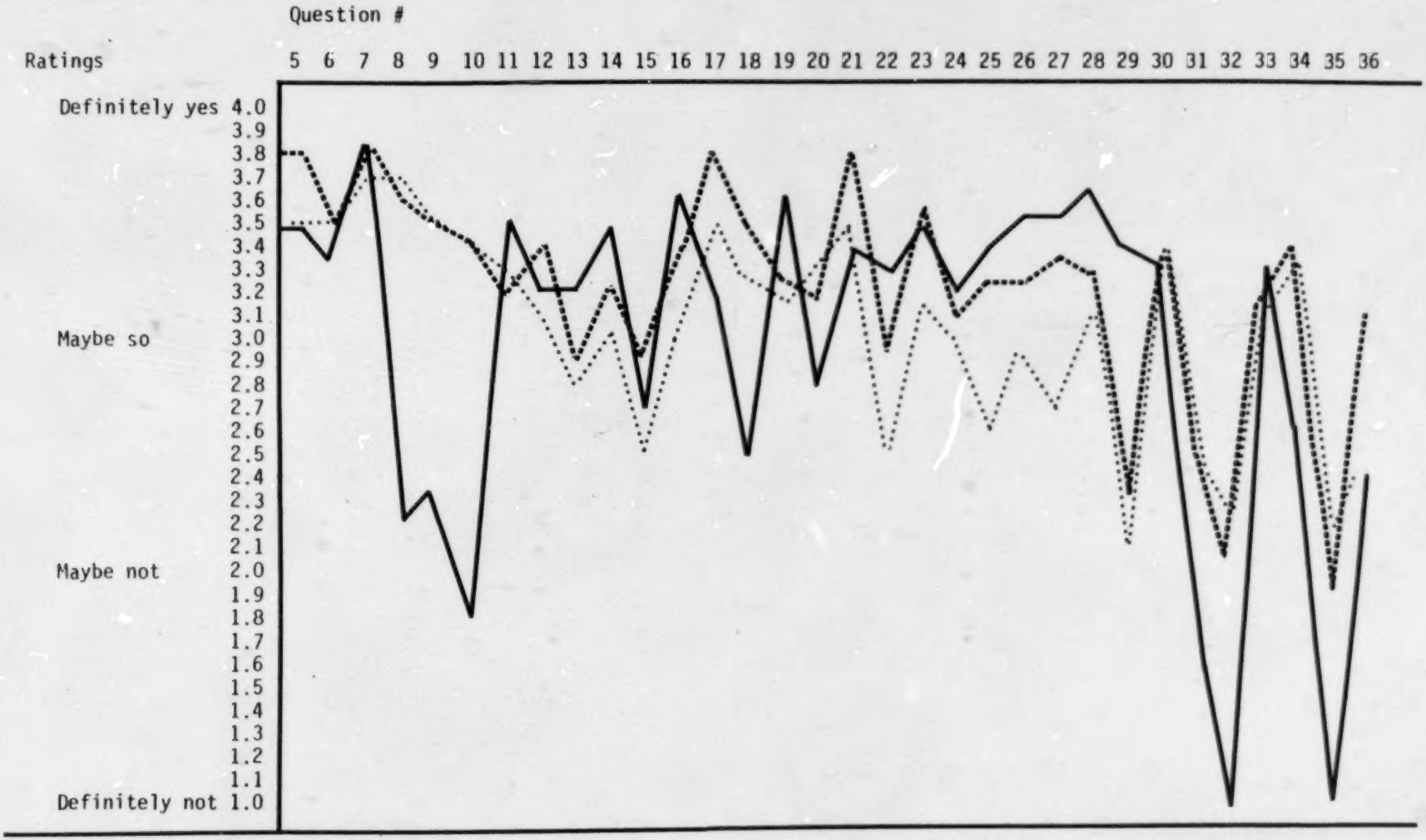
Comparison of Students' and Instructors' Responses

Tables 5 and 6 indicate how both groups of students (positive and negative) and the instructors responded to the survey questions. As is evident, negative students show a greater degree of disparity between their answers and those

Table 5 Mean Ratings on Thirty-one Questions For Positive and Negative Students and Instructors

		Neg	Pos	Instr
5.	The students need to read English well.	3.5	3.8	3.5
6.	The students need to write English well.	3.5	3.5	3.3
7.	The students need to converse well in English.	3.7	3.8	3.8
8.	The students need to have perfect pronunciation.	3.7	3.6	2.2
9.	The students need to have perfect grammar.	3.5	3.4	2.3
10.	The students need to know English like a native speaker.	3.5	3.4	1.8
11.	It is of value to study grammar.	3.3	3.2	3.4
12.	It is of value to read stories in English.	3.2	3.3	3.3
13.	It is of value to act or role-play in class.	2.9	2.9	3.3
14.	It is of value to write compositions.	3.0	3.1	3.4
15.	It is of value to sing or play games in class.	2.5	2.9	2.7
16.	It is of value to have small group conversations.	3.3	3.4	3.5
17.	It is helpful when the teacher talks about and explains grammar points.	3.6	3.7	3.3
18.	It is helpful to read about grammar in the text and then write practice sentences.	3.3	3.5	2.6
19.	It is helpful to practice grammar items within a structured, conversational context.	3.3	3.3	3.6
20.	English language tapes are helpful for building comprehension skills.	3.2	3.4	2.8
21.	Listening to the teacher speak is helpful for building comprehension skills.	3.6	3.8	3.5
22.	Listening to other students in class is helpful for building comprehension skills.	2.5	2.9	3.3
23.	It is helpful to discuss our readings with the teacher in class.	3.1	3.7	3.5
24.	It is helpful to discuss our readings with small groups of students in the class.	2.8	3.1	3.3
25.	It is enjoyable or helpful to write about "external" topics (history, sports, business, etc.)	3.0	3.2	3.5
26.	It is enjoyable or helpful to write about "internal" topics (my family, my past, my hopes, etc.)	3.2	3.2	3.7
27.	It is of value to have planned conversation activities with all the students and the teacher.	2.9	3.3	3.8
28.	It is of value to have planned conversation activities with small groups of students in class.	3.1	3.2	3.7
29.	It is of value to have planned conversation activities with one partner in class.	2.1	2.3	3.3
30.	It is of value to have planned conversation assignments with Americans outside of class.	3.4	3.4	3.2
31.	Generally, students should raise their hands and wait to be called on before speaking.	2.7	2.6	1.7
32.	Generally, students should not speak unless they know the answer for certain.	2.1	2.0	1.0
33.	Generally, students can learn better by working in small groups.	3.1	3.2	3.3
34.	The teacher should always be in the classroom helping the students.	3.4	3.4	2.5
35.	The chairs should be in straight rows facing the teacher for optimum learning.	2.2	2.0	1.1
36.	It is better to work in class with a partner than to work alone.	2.7	3.1	2.8

Table 6 Mean Ratings on Thirty-one Questions for Positive and Negative Students and Instructors



of the instructors than do the positive students on 14 out of 31 answers. However, the distance between the two student groups is not very marked.

In comparing the responses for the three groups, four specific areas stand out as having the most significance. They are, 1) the degree of formality desired in the classroom; 2) the desirability of independent group work; 3) the importance of writing compositions; and, 4) the degree to which skills must be perfected.

Regarding a traditional classroom formality, few instructors felt that students should raise their hands and wait to be called on before speaking, and all instructors would encourage the students to 'guess'--to attempt to answer or interact or communicate whether they were sure of the correctness or not. The students, on the other hand, were not all in agreement. Half of the students felt it was better for learners to raise their hands, and nearly 37% felt that they should be certain of their response before volunteering to speak. Negative students scored only slightly farther from the instructors than did the positive students on these two points.

Regarding classroom arrangement, no teacher saw value in straight rows of chairs in a language classroom, while approximately 30% of the students indicated that they felt it was a good idea. Again, negative students scored only slightly farther from the instructors than did the positive students.

The instructors were slightly ambiguous about the need for the teacher to be present in the class at all times, scoring "maybe so" and "maybe not" for the most part. However, both student groups were adamant, with 80% calling for the teacher to be in class at all times. The differences for these questions appear to be significant when comparing students with the instructors when measured by a t-test of the means, but not for a comparison of the two student groups, as shown in Table 7.

Table 7 Mean Ratings for Negative Students, Positive Students and Instructors for Questions Related to Formality in Language Class Environment

Ques #	Neg	Pos	Instr
31	2.7	2.6	1.7
32	2.1	2.0	1.0
34	3.4	3.4	2.5
35	2.2	2.0	1.1
	2.6	2.4	1.6

Neg / Instr $(t(36)=4.85, p<.001$
Pos / Instr $(t(62)=3.99, p<.001$

*A rating of 1 = a formal classroom is not conducive to language learning, 4 = a formal classroom is best.

For all questions related to small group practice, the students perceived less value than did the instructors. On each count, the negative students rated this type of practice lower than did the positive students. All instructors saw value in the students listening to one another as an aid to building listening comprehension;

however, this opinion was shared by less than 65% of the students. Moreover, all students appear to dislike working specifically with only one partner at a time, while instructors scored 73% in favor of twosomes in class. The difference between the means was statistically significant when measured by a t-test as shown in Table 8.

Table 8 Mean ratings for Negative Students, Positive Students and Instructors for Questions Related to Small Group or Paired Practice

Ques #	Neg	Pos	Instr
16	3.3	3.4	3.5
22	2.5	2.9	3.3
24	2.8	3.1	3.3
27	2.9	3.3	3.8
28	3.1	3.2	3.7
29	2.1	2.3	3.3
33	3.1	3.2	3.3
36	2.7	3.1	2.8
	2.8	3.0	3.6

Neg / Instr	$(t(36)=4.79, p < .001$
Pos / Instr	$(t(62)=2.12, p < .05$
Neg / Pos	$(t(70)=2.34, p < .05$

*A rating of 1 = it is not very helpful to work in pairs or small groups, 4 = it is very helpful

While all teachers felt it was important for the students to learn to read, write and converse well in English, not one teacher felt it was essential for them to achieve native-like mastery of English grammar or pronunciation.

However, 90% of the students (and 99% of the negative students!) disagreed markedly, seeming to perceive this perfection as a reasonable goal. When measured by a t-test of the means, the difference scored between the students and the teachers was significant, but the difference between the two student groups was not, as shown in Table 9.

Table 9 Mean Ratings for Positive Students, Negative Students and Instructors on Questions Related to the Importance of Perfection of Skills

Ques#	Neg	Pos	Instr
8	3.7	3.6	2.2
9	3.5	3.4	2.3
10	3.5	3.4	1.8
	3.6	3.4	2.1

Neg / Instr	$t(36) = 8.13$, p	$< .001$
Pos / Instr	$t(62) = 6.29$, p	$< .001$
Neg / Pos	$t(70) = 0.80$, p	$.426$

*A rating of 1 = it is not very important to achieve native-like fluency, 4 = it is very important.

Regardless of the assigned topic or content, negative students were less convinced of the value of writing compositions as an aid to language learning than were their positive counterparts or the instructors. All instructors saw either some or high value in composition, but less than 75% of the students agreed. The difference between the students' and the instructors' mean rating proved to be of some significance when measured by a t-test, but between the

two student groups there was no significant difference, as indicated in Table 10.

Table 10 Mean Ratings for Negative Students, Positive Students and Instructors for Questions Related to the Importance of writing Compositions.

Ques #	Pos	Neg	Instr
14	3.0	3.2	3.4
25	3.0	3.2	3.5
26	3.2	3.2	3.7
	3.0	3.2	3.5

Neg / Instr $t(36) = -3.36$, $p < .001$
Pos / Instr $t(62) = 2.02$, $p < .05$
Neg / Pos $t(70) = 1.43$, p .160

* A rating of 1 = writing of compositions is not helpful or important, 4 = writing compositions is very important

The Choice of Where to Study

Although 32% of all students surveyed described themselves as having mostly negative feelings during their classtime here in the United States, all but four students preferred to study English here rather than in their native country. The reasons they gave for this decision were not necessarily related to classroom practice, however, but rather reflected their initial reasons for coming to the United States to study, their initial expectations. Twenty-seven students wrote that they preferred to study in the United States

because there is more opportunity to practice outside of class. Sixteen students stated that the one definite advantage was to be taught by a native speaker of English. Thirteen students were grateful that most Americans (and American teachers) don't know foreign languages, thereby "forcing" them to speak only English while they are here. Likewise, their multi-cultural classes also put them under pressure to speak only English, something they could not experience in their native country. These responses, then, seem to be related to expectations the students had before coming here and that were being met.

Other reasons given for preferring to stay in the United States to study may reflect more unexpected advantages, such as:

"more varied content"

"friendship with the teachers"

"multi-cultural interaction"

"helpful teachers"

"more relaxing and smaller classes"

"more real language in the classroom, not only repetition"

The four students who preferred to study in their own countries seemed to be uncomfortable with what they perceived as a lack of structure or analysis in their classes here, e.g.:

"I want to know use of words."

"I want to understand grammar."

"I want to make correct sentences."

"I want to know 'system.'"

These comments may reflect the more familiar and comfortable methods of analysis, abstraction, 'read, write, and test' that these students experience in their native countries, a method that is less demanding interpersonally and communicatively than what they experience in our classes.

CONCLUSIONS

My intentions in this study were to: 1) determine what our respondents' expectations and desires were in their ESL classroom environment--both instructors and students; 2) to find out how many of the students were satisfied in their current classrooms; and 3) to see if reported distress had any relationship to unmatched expectations.

To create a very general, composite picture of our learners and teachers, we might say that the teachers tended to characterize themselves as somewhat innovative and working in non-traditional language classrooms. They use a more egalitarian, informal approach where students have a say in the choice of content and process of the class, and where they must invest themselves if they are to succeed. They seem to have rather low, but perhaps realistic, expectations related to their students' realization of a native-like fluency.

Though 68% of the students rated themselves on that day in such a way as to appear that they are adapting well to their American teachers' presentations, 32% did not. These 23 students appear to have very high personal goals

related to all language skills, including pronunciation and grammar. They seem to want a more traditional modeling and leadership from their instructors, more order, perhaps, and more formality in the classroom.

The analysis of the data indicates that the students do, indeed, have expectations and preferences that differ from those of the instructors in several ways. The areas of the greatest disparity were related to the degree of formality preferred in the classroom, the necessary degree of perfection of skills, the importance of composition writing in the language learning process, and desirability of independent group work. However, when comparisons were made between the two student groups, there appeared to be very little difference in their responses. All students answered the questions very similarly despite the amount of negativity they felt about their classroom. This is true in all areas but one--that of the desirability of independent group work. This one classroom practice was rated significantly less desirable by the negative students than by the positive group.

Upon completion of this project, I believe that much important data has been realized, especially in the way of a case study for the two schools represented, and which may have several implications for pedagogical change within these two programs. In retrospect, however, there are some areas of refinement in the survey design that would have to be attended to in order to generalize the results to a larger population of second language learners.

First of all, regarding the instrumentation of this survey, I would make the following comments regarding revision. Self reports are not always valid measures of actual behavior or affect. The students may have had a tendency to respond with what they thought they should say or with what their teachers would like to hear. Their responses could have been influenced by other interests, concerns, or crises that set their mood at the moment of the survey. This is equally true of the instructors; they may have described themselves and their classrooms the way they would like them to be. Their responses could easily have been colored by their emotional climate at the moment. A more accurate picture of their actual in-class practice would naturally be to have impartial observers attend their classes over a period of time and write full descriptions of student/teacher behavior, the philosophy being demonstrated and the activity of the classroom, including interaction patterns. This extensive longitudinal observation, though beyond the scope of this initial project, most assuredly will be to follow.

In addition to the subjective and somewhat reliable nature of self-reports, some of the questions on the survey may have been a little nebulous. Two or three teachers found the wording of a few of the items somewhat confusing; they were not sure exactly what was being asked. It should go without saying that questionnaire items should be clear and unambiguous. As a researcher, I realize that it is very

easy to be so deeply involved with the topic under examination that opinions and perspectives may be clear to me but may not be clear to my respondents. This, too, will need to be revised in further studies.

Although the survey design and questionnaire itself may need some revision, its results do clearly give us indication of the importance of ESL teachers being aware of and attending to the affective consequences of "innovative" classroom procedures on the students. No matter how pedagogically sound our theory, our method, our materials, no matter how well trained and experienced we may be as instructors, we must know of the possible reactions of learners to sudden encounters with unfamiliar teaching practices and know how to deal with, if not avoid, student disorientation and resistance. The remainder of this paper will present ideas for successful classroom transition and restructuring.

PEDAGOGICAL IMPLICATIONS

In this section, I will discuss the following points as first steps in the resolution of student distress related to unfamiliar classroom practices:

1) Knowledge of students' past learning experience
2) Offering choices
3) Making '<u>change</u>' the students' idea
4) Communication of our expertise and experience

5) Keeping students informed of rationale for and theory behind our presentations, our expectations and our objectives
6) Gradual restructuring/desensitization
7) Knowing students' values and goals; relevance of content
8) Providing safe environment
9) Developing self-esteem
10) Promoting group trust

The first movement toward resolution of our problem is to be fully aware of the students' previous classroom experience, either through a survey of the class or through open discussion. We need to gather more information about the students before choosing our initial method or techniques. As Earl Stevick says, "We must see where the class is and walk with it (Stevick, 1980)." What went on in their previous classrooms? What did they like best? What was the most difficult part? What was helpful? Not helpful? What was most satisfying? How did they relate to their teacher? How were they treated? How were they corrected? What were they assigned? How did they feel in their classes? Did they feel successful? Do they expect to succeed or fail now?

Letting them tell us all about their initiation to language learning puts both them and us in immediate touch with the positive and negative aspects of their early training. Often, this is impetus enough to give them a

willingness to experiment with other methods. Also, it allows them an opportunity early on to assume the role of 'teacher' and of someone with something important to share. It indicates an openness, interest, and sincerity on the part of their new instructor to plan an experience that suits them well. It lessens the feeling that their background is unknown, irrelevant, or somehow unacceptable.

I believe another short quote from Stevick's A Way and Ways will serve as a perfect illustration of this point.

> "Suppose, for example, that I, as a student, am having trouble memorizing dialogues. If I cannot talk freely about this with my teacher, I am left feeling that I am cut off from her, and that I myself am, in this respect, inadequate. Around these two wounds, all sorts of secondary infections may grow up: tenseness, and even poorer performance; feeling that my classmates resent me for holding them back; dislike for the language and its speakers, lowered self-esteem, psychosomatic reactions, and so on. Bringing the difficult out into the open and finding that the teacher sees but does not judge, tells me that I am not so unacceptable as I feared. Insofar that my poor performance was due to anxiety and tension, even my classwork may improve."

Moreover, in sharing sessions, when mention is made of the aspects of the students' previous experience that they didn't like or find helpful, we allow them to choose something different that might work better. Curiosity is a strong motivator. If it is their idea to try something new, based on our assurance and confidence that it is a well-proven, highly successful technique, it stands to reason that their resistance will be naturally lower.

Another part of this decision-making process is to allow for free choice as much as possible within reason--and without penalty--if some should choose to do something other than what we had in mind. This is especially important when working with adults. They are adults, after all, and the class is for them. If, as a group, they choose to read and translate (or even if one individual chooses to read and translate while we have the rest of the class TPR-ing around the room) then doesn't it behoove us to give them what they want? Well, at least until we can convince them that we are to be trusted and have some other good ideas...

As a brief example of the various experience of some of our students, I would like to share here some comments from a recent TEA-SIG meeting:

> Japan: "Our university entrance exams...which are the sole purpose of Japanese primary and secondary education...are designed to actually stifle oral English work; thus, a junior or senior high school teacher who spends time on oral English would actually be doing a disservice to her students."
>
> Korea: "We had a workshop to introduce new methods to host country ESL teachers...five weeks of teacher training. The teachers thought it was wonderful, but said that they couldn't introduce such ideas to 'students that can't handle it.'
>
> Egypt: "We have a majority of students who test into our programs with beginners' level scores even after they've had six years of ESL in high school and college. We call them false beginners because they seem to know more than they can communicate."
>
> Venezuela: "We have a different kind of false beginner. Their knowledge is clear from their high written and reading scores, as well as some listening comprehension. But they are so passive. The words simply don't come into their mouths."

> Saudi Arabia: "Our students were taught about English, but not taught English. After four years of training, they couldn't communicate on the most superficial level."

What do you imagine all these students' reactions would be to an American ESL instructor based in Community Language Learning or to a half-hour of jazz chants?

Marvin Johnson, in a paper presented at TESOL 83 titled "Student Expectations Regarding Methodology: The Need For Student Training," described the results of a survey he did at the University of Cairo. He reported that 100% of the participants felt that "all errors, oral or written, should be corrected immediately or they would become bad habits." Eighty percent felt that "receiving clear rules for writing sentences was the most effective way to learn a language." and that "one learns to read a language most effectively through memorization of vocabulary and grammar rules." I will share here a quote from his paper:

> "Unfortunately, Arab students (in a second language classroom) suffer in an exaggerated way from these unhealthy attitudes (fear, rigidity, false dignity). However, we must conclude that these feelings are forced on them by the harshness of some of their school teachers, the demands of their parents, or by the seriousness of learning classical Arabic through study of the Holy Qu'ran. Arabs are reprimanded harshly or laughed at when they make mistakes. Hence, they are exceptionally dependent on the rules of grammar when they try to speak another language."

After sharing these few notes on the background and beliefs of our Arab students, he asked us to ponder the immediate affective response of these students to an American

teacher who has been "steeped in Stevick and Moscowicz." Unless some real communication of "who I am and why I do what I do" on the part of the teacher, and "who I am and what I expect" on the part of the student, occurs, it stands to reason that we may be perceived as incompetents and our students may seem to us a roomful of neurotics!

If we don't ask our students how errors were handled in their native country's language classes, for example, and instead just proceed with our "selective and spare" correction policy à la Krashen, Asher, and Terrell, it is only natural that our students assume we know so little about language teaching that we don't even hear their errors!

There are, however, several risks involved in opening up the class for discussion of classroom practice. As Earl Stevick advises,

> "When the students' comments are negative or even hostile, the teacher may be thrown off balance and engage in some sort of defensive behavior. If this happens, alienation is increased and not reduced. The second risk is that, as a result of what the students said, the teacher may see that she needs to make some changes in what she has been doing. If she lacks the technical skills for making appropriate changes, both she and the class may be left with a new source of anxiety, even of guilt. On the other hand, and this is the third risk, she may accede too readily and too often to suggestions from the class. This can erode the feeling of firm control which we have said is so important to student morale....The teacher has to have that combination of personal resilience and professional resourcefulness."

Not only, then, is it important that we understand our students' background training, but we must communicate our

cognizance and our expertise to them. We must develop their confidence in us as effective teachers, teachers who are well-trained, from the first day. We can do this, first of all, by being highly confident of ourselves and of our proficiency by knowing why we do what we do, and knowing how to do it well. We must be entirely convinced, ourselves, that the philosophy or approach we use actually is helpful and conducive to rapid language acquisition. Students know when their teacher is unsure or tentative and can lose confidence quickly; a confidence that, once lost, is very difficult to regain.

It is essential that we keep our students informed of why they are being asked to participate in certain 'unusual' classroom practices or in anything they seem skeptical about. Adults, especially, may have difficulty at first, with what they perceive as game-playing or fooling around; they have little time to 'waste.' Students need a good, solid rationale and assurance of the viability of a particular exercise. And if we ourselves are not sure of the rationale or theory behind what we do, then we shouldn't be doing it. Stevick seems to stress this exact point when he says:

> "Trying to copy the surface structure--the concrete techniques--of someone else's method is a common temptation, particularly when one has just seen a brilliant "demonstration" by a prestigious personage endowed with charisma...Maybe it is a necessary first step in learning from observation of master teachers. Nevertheless, it means that the teacher (may) not fully understand what she is doing and why; it doesn't grow organically out of herself and the present

> situation. Therefore, if things do not go as expected, the teacher may become confused, disappointed, and upset. Then teacher insecurity quickly translates itself into insecurity on the part of the students. (Stevick, 1980)"

We cannot count on our students to perceive our purposes at all times. In a study done by Carol J. Mickleson (1982) at Brigham Young University, ESL students were interviewed individually immediately after their class-time regarding their perception of the teacher's intentions in presenting the lesson. They were asked such things as, "What was your instructor trying to teach you? What were her objectives? Why? What is the importance of that particular content? Why did she teach it the way she did? Did you understand the concept she was trying to teach you?"

After interviewing the students, the instructor was taken aside and asked the same questions. It was discovered that less than 35% of the teacher's intentions were actually understood by the students. My immediate reaction on hearing this paper presented was to wonder how many teachers actually ask themselves these questions when making their lesson plans. "What am I trying to teach here? Why am I using this approach? What outcomes do I expect?" And afterward, "Did the students understand what I was teaching? Did they understand my intentions?"

As teachers, we can use various techniques employed by the social learning model of behavior modification to help students overcome their anxieties and experience success instead of failure. Research and studies of modeling and

guided participation show that substantial behavioral changes are possible through encouragement, successful performance, and receiving physical assistance with increasingly more complex, challenging or longer tasks. The persuasive power of positive, instant feedback, showing progress in each class hour, no matter how small, works wonders when trying to sell a new idea. We must show our student immediate results in any way we can--e.g., a running account of the commands they can respond to (if we are trying TPR), a successful listening exercise to show them how helpful jazz chants can be in recognizing reduced forms, "before and after" tapes of their own voices to show them how much their pronunciation has improved, etc.

To further ensure that students approach their new language class in the right frame of mind, that they abandon dysfunctional mental attitudes, we must begin slowly and plan for a gradual cognitive restructuring process. We must offer them structure and guidance and "Learning with a capital L" (what <u>they</u> recognize as learning), while slowly and subtly introducing new materials and methods--with their enthusiastic permission. We can systematically and consciously plan their 'desensitization,' if you will, starting exactly where they are and moving them to a place that our experience tells us is more effective.

I emphasize that not only must we be aware of where our students have been, but we must discuss with them where they are going. If our lesson <u>content</u> points to their needs,

their purposes, their values and their concerns and interests, then our teaching style will become less obtrusive. The most effective lessons, and the most motivating, are those that reach out to the perceptual world of the student, that relate directly to their lives, work, family, hopes and aspirations.

To lower our students' resistance to change and promote their adjustment to the new classroom, we must also attend to the development of the following three factors:

Safety: Our classrooms should become as islands of security and support; we know that those who are afraid of ridicule or embarrassment will avoid participation. To help our students develop a feeling of security, we must create an environment that is non-judgmental, that promotes assertiveness and creativity. We must work at providing an atmosphere that encourages experimentation and exploration of all possibilities and make our classroom atmosphere pleasurable and relaxed, so that psychological interferences cannot distract the students from their tasks.

Personal Esteem: To become involved, to want to participate in something new, a person must first value him/herself enough to believe that what s/he has experienced, felt, or thought about is worth sharing. Given a feeling of adequacy and encouragement about their personal learning abilities, expressive abilities, and willingness to experiment, students will gain higher self-concepts and will gain a commitment to the pursuit of the new and the progressive. It is the

Hawthorn effect again: "Tell a student s/he is special and s/he will improve no matter what is done to him/her."
Group Trust: Unless students feel comfortable with other class members, they will not be able to achieve the freedom necessary for successful transition and for learning. We must encourage them to work cooperatively--to study in pairs or small groups whenever possible rather than alone and competitively. A good class, a successful class, is one that pulls together into a cooperative community where each student finds his/her place and his/her own particular way to contribute.

Abraham Maslow once said, "If the only tool you own is a hammer, you tend to look at everything as if it were a nail." ESL professionals are currently augmenting and polishing up their collection of tools with a fervor; one has only to open up a second language teaching journal to realize the truth in this statement. It has been one purpose of this study to create a strong awareness of what happens internally when our foreign learners enter our "fix-it shops" and to suggest that perhaps they, too, should be given the opportunity to collect a few tools of their own, with the least distress possible, in order to succeed up to their potential.

APPENDIX I

Dear ESL Instructor,

Thank you for taking part in this survey. We would like to ask you about a few of your ideas regarding language learning and teaching. This survey is being done as a part of a Master's Thesis on second language acquisition in the United States. We are interested in how student expectations align with what actually goes on in our classrooms. We believe that this alignment (or lack of alignment) may have some bearing on student comfort, investment, and success.

The survey consists of four or five questions related to personal data, the rest refer to classroom activities, student needs, styles of teaching and classroom environment. The students' questionnaire is virtually the same as that of the teachers. The whole thing should take up no more than 10 minutes of your class time.

We will be sending you a report of our findings. Over 100 students and 20 teachers will take part in the survey.

1. What is your age? 2. Male___ Female____ 3. How long teaching ESL?____

4. Where would you place yourself on the following continua? (Make an X.)

A. I BASICALLY USE TRADITIONAL METHODS.	+---+---+---+---+---+---+	I USE MANY INNOVATIVE, EXPERIMENTAL METHODS.
B. I SEE SECOND LANGUAGE LEARNING AS PLAYFUL DISCOVERY.	+---+---+---+---+---+---+	I SEE SECOND LANGUAGE LEARNING AS INTELLECTUAL CHALLENGE.
C. I USE AN ANALYTICAL, INDUCTIVE APPROACH. (I PROVIDE THE PARTS, THEY FORM THE WHOLE.)	+---+---+---+---+---+---+	I USE A NATURAL, DEDUCTIVE APPROACH. (I PROVIDE THE WHOLE, THEY FIND THE PARTS.)
D. MY CLASSROOM IS MOSTLY DIDACTIC, CONTENT CENTERED.	+---+---+---+---+---+---+	MY CLASSROOM IS DEMOCRATIC, STUDENT CENTERED.

Note** NO! - definitely not
NO? - maybe not, I don't think so, not usually
YES?- maybe, I think so, sometimes
YES!- YES definitely

NEEDS My students need to:	NO!	NO?	YES?	YES!	
read English well	1	2	3	4	5
write English well	1	2	3	4	6
converse in English well	1	2	3	4	7
have perfect pronunciation	1	2	3	4	8
have perfect grammar	1	2	3	4	9
know English like a native speaker	1	2	3	4	10
My students should					
study grammar	1	2	3	4	11
read stories in English	1	2	3	4	12
act / role play in class	1	2	3	4	13
write compositions	1	2	3	4	14
sing / play games in class	1	2	3	4	15
work in small groups; converse	1	2	3	4	16
GRAMMAR: It is helpful when:					
I explain grammar to the students and they ask questions	1	2	3	4	17
the students read about grammar in the text and write practice sentences	1	2	3	4	18
I plan group work where students try to use their grammar item in conversational contexts	1	2	3	4	19
LISTENING: It is helpful for my students to:					
listen to English language tapes	1	2	3	4	20
listen to me	1	2	3	4	21
listen to other students in class conversations	1	2	3	4	22
READING: It is helpful for my students to:					
talk with me and the whole group about the readings	1	2	3	4	23
talk with a small group of other students about the readings or with a partner in class	1	2	3	4	24

	NO!	NO?	YES?	YES!	
WRITING / DISCUSSION: I ask my students to:					
write about or discuss "external" topics -history, other people, art, politics, science, current events	1	2	3	4	25
write about or discuss "internal" home, family, personal values, ideas, dreams, past events, etc.	1	2	3	4	26
CONVERSATION: I ask my students to:					
join in conversation as a whole class with me as a participant	1	2	3	4	27
join in a conversation activity with a small group of students in class without me	1	2	3	4	28
join in a conversation activity with one partner in class	1	2	3	4	29
join in a conversation spontaneously with an American outside of class	1	2	3	4	30
IN GENERAL					
I think that students should raise their hands and wait to be called on before speaking.	1	2	3	4	31
Students should not speak unless they tnow the correct answer for sure.	1	2	3	4	32
Students can benefit greatly by working in small groups and pairs.	1	2	3	4	33
Teachers should be in the classroom assisting the students at all times.	1	2	3	4	34
The traditional classroom with straight rows of chairs probably works best.	1	2	3	4	35
It is better for a student to work in class and study with a partner rather than alone.	1	2	3	4	36

DO YOU HAVE ANY COMMENTS FOR US ABOUT THIS QUESTIONNAIRE?_____

APPENDIX 2

Dear English Language Student,

Thank you for helping us with these questions. We would like to know some of your ideas about learning English. We will ask about such things as:

What do you need to learn in English?
What do you like to do in the classroom?
What don't you like to do?
What do you think is helpful?
What do you expect or hope for in the classroom?
How do you feel about your classes here in the United States?
Are your classes here different from your classes in your native country?

The answers that you give us will help us prepare lessons that you are satisfied and comfortable with, lessons that help you the most.

Please do not put your name or your teacher's name on this paper. We are asking over 100 students to answer this questionnaire and then put it in a large box. Your instructors will not see your individual papers, but we will give them a report later so that they will know exactly what you want as a group!

Thank you again for your help!

Sharron Bassano
Laurie Lefever
Graduate students in Education
University of California, Santa Cruz

Note**

On the questionnaire:

1 = Definitely not!!
2 = I don't think so, maybe not, not usually
3 = I think so, maybe yes, yes sometimes
4 = Definitely yes!!

1. My age is	under 20 1	21-30 2	31-40 3	41-50 4	over 50 5	1
2. My country is	asian 1	european 2	mideastern 3	latin american 4	other 5	2
3. I am studying at	UC-ELP 1	Adult School 2				3
4. I am a	man 1	woman 2				4

NEEDS	no!	no?	yes?	yes!	
5. I need to read English well.	1	2	3	4	5
6. I need to write English well.	1	2	3	4	6
7. I need to converse in English well.	1	2	3	4	7
8. I need to have <u>perfect</u> pronunciation.	1	2	3	4	8
9. I need to have <u>perfect</u> grammar.	1	2	3	4	9
10. I need to know English like a native speaker.	1	2	3	4	10

LIKES	no!	no?	yes?	yes!	
11. I like to study grammar.	1	2	3	4	11
12. I like to read stories in English.	1	2	3	4	12
13. I like to act or role play in class.	1	2	3	4	13
14. I like to write compositions.	1	2	3	4	14
15. I like to sing and play games in class.	1	2	3	4	15
16. I like to have group conversations in class.	1	2	3	4	16

GRAMMAR	no!	no?	yes?	yes!	
17. It is helpful when the teacher talks about and explains grammar and we ask questions.	1	2	3	4	17
18. It is helpful to read about grammar in the text book then write sentences to practice.	1	2	3	4	18
19. It is helpful when the teacher plans conversation and we practice grammar in <u>small groups</u> or with a <u>partner.</u>	1	2	3	4	19

LISTENING

	no!	no?	yes?	yes!	
20. It is helpful to listen to tapes.	1	2	3	4	20
21. It is helpful to listen to the teacher.	1	2	3	4	21
22. It is helpful to listen to other students in class.	1	2	3	4	22

READING

	no!	no?	yes?	yes!	
23. It is helpful to talk together with the teacher about the reading in class.	1	2	3	4	23
24. It is helpful to talk about the reading with small groups of students or with a partner in class.	1	2	3	4	24

WRITING

	no!	no?	yes?	yes!	
25. I prefer to write about "outside" topics such as history, science, business, sports, other people, art, etc.	1	2	3	4	25
26. I prefer to write about "inside" topics such as my country, my family, my past, my ideas, my life, my hopes, etc.	1	2	3	4	26

CONVERSATION

	no!	no?	yes?	yes!	
27. I prefer a planned conversation activity with all the students and the teacher together in class.	1	2	3	4	27
28. I prefer a planned conversation activity with a small group of students in class.	1	2	3	4	28
29. I prefer a planned conversation activity with only one other person in class.	1	2	3	4	29
30. I prefer a planned conversation activity with an American outside of class.	1	2	3	4	30

IN GENERAL....

	no!	no?	yes?	yes!	
31. I think that students should raise their hands and wait to be called on before speaking.	1	2	3	4	31
32. Students should not speak unless they know the answer for sure.	1	2	3	4	32
33. Students can learn a lot when they work in small groups.	1	2	3	4	33
34. Teachers should always be in the classroom helping the students.	1	2	3	4	34
35. The chairs in the classroom should be in straight rows because we learn better that way.	1	2	3	4	35
36. It is better to work with a partner than to work alone.	1	2	3	4	36

37. I studied English in my native country	less than 6 mos. 1	1-5 years 2	over 5 years 3	37
38. I have studied English here for	less than 6 mos. 1	1 year 2	2 years/more 3	38
39. I prefer the English classes in	my country 1	America 2		39

40. Why? What is better?_____

_____

_____

_____

_____

41. How do you feel most of the time when you are in class here? (Choose 6)

1. excited	7. strong	13. shy	19. frustrated
2. happy	8. lonely	14. Hopeful	20. competent
3. nervous	9. enthusiastic	15. sad	
4. angry	10. disappointed	16. confident	
5. comfortable	11. wonderful	17. bored	
6. confused	12. worried	18. calm	

42. Do you have any comments for us about this questionnaire?_____

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